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ABSTRACT

The brochure introduces special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina universities which offer professional training in special education. The following handicaps are individually discussed including statistics which contrast the number of handicapped in North Carolina with the number being professionally served: physically impaired, speech impaired, hearing impaired, visually impaired, learning disabled, emotionally disturbed, educable mentally retarded, trainable mentally retarded, and gifted and talented. Briefly noted are the four Special Education Instructional Materials Centers, a proposed deaf-blind center, funding under the Vocational Educational Act, and the provision of psychological services. Addresses are given from which further information may be obtained. (DB)

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Teaching Exceptional Children

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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CAREER OPPORTUNITIES IN

Teaching Exceptional Children

Issued by
George A. Kahdy, Director
Division for Exceptional Children

for

A. Craig Phillips
State Superintendent of Public Instruction
North Carolina Department of Public Instruction
Raleigh, North Carolina

May, 1971

Funds for this publication were made available under Public Law 91-230, Part D and The Department of Public Instruction, Division for Exceptional Children, Raleigh, North Carolina

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Appreciation is also expressed to the following people, without whose efforts and advice this publication could not have been produced:

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Local Directors of Special Education and their staffs who assisted in arranging for the photographs to be made.

Members of the professional staff, Division for Exceptional Children, whose suggestions helped determine the contents of the publication.

Theodore Drain, Director, and Mable Hardison, Assistant, Special Education Instructional Materials Centers in North Carolina, whose assistance and suggestions facilitated its production.

Deborah Moore, who typed and retyped the manuscript in its several stages.

**"Although children may be the victims of Fate,
they will not be the victims of our neglect."**

John F. Kennedy

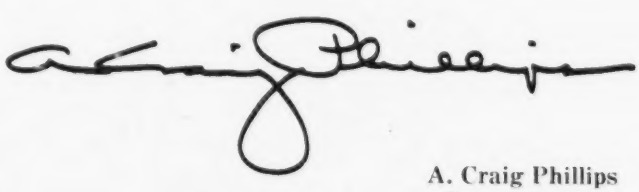
Foreword

We live in a world where people are different in their appearance, in their heritage, in their interests, in their aspirations, and in their learning ability. But they all share the same basic needs. They need to eat, to shelter themselves from the elements, to love and be loved, and to have a feeling of personal worth.

And these very different people share the same basic rights: the right to learn how to provide for their needs and the right to an education.

We in North Carolina have for some time been interested in providing educational programs for exceptional children. Although much progress has been made in identifying these children and in providing greater opportunities for them, we feel that it is of utmost importance to assist in the development of an increasing number of interested and capable teachers who will devote their energies to the total development of our exceptional children.

The North Carolina Department of Public Instruction invites you, who have a special interest in young people, to consider the rewards and the challenges of a professional career of working with exceptional children.



A. Craig Phillips
Superintendent

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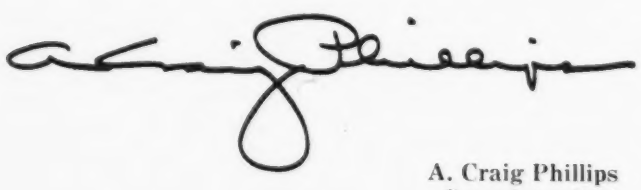

A. Craig Phillips
Superintendent

TABLE OF CONTENTS

Acknowledgments	2
Foreword	3
A Career With Exceptional Children	5
Who Are The Exceptional Children?	6
Where You Could Be Employed	7
Job Opportunities	7
Where You Could Go To School In North Carolina	8
Physically Impaired	10
Speech-Impaired	13
Hearing-Impaired	15
Visually Impaired	17
Learning-Disabled	19
Emotionally Disturbed	21
Educable Mentally Retarded	23
Trainable Mental Retarded	25
Gifted and Talented	26
Special Education Instructional Materials Centers	27
Deaf-Blind Center	27
Vocational Education Act	27
Psychological Services	27
How You Can Go To School	28

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A Career With Exceptional Children

Choosing a professional career is probably the most important decision you will make during your life. When you select a career, you should investigate the following questions:

What are the job opportunities?

What interest do I have in providing needed services?

What personal qualifications are required?

What are the academic requirements?

What is the cost of training and where is it available?

We invite each of you to read this brochure and to investigate fully the job opportunities in the area of exceptional children. The challenges and satisfactions.

Education for exceptional children is a young and vigorous area in education and needs the vitality and the creativity of your generation. When working with exceptional children, you will have the opportunity to serve those who require special school programs and to help them become integral parts of our society.

If you are looking for a challenge, if you are interested in special professional preparation, if you believe that every person should be educated to the maximum of his potential, teaching exceptional children and youth is your kind of job. This might be the career for which you have been looking.

George A. Kahdy, Director
Division For Exceptional Children

Who are the Exceptional Children?

Exceptional children are those children who differ physically, intellectually, socially, or emotionally to the extent that they cannot benefit to the fullest from a regular classroom program. It is estimated that there are 325,800 exceptional children in North Carolina. Certainly you have known some of these children during your school life. There is . . .

- the child who cannot play ball because he wears braces
- the child who cannot speak well enough to be understood
- the child who repeats grades because of an unidentified visual or hearing loss or both
- the child who learns at a slower rate than other children
- the child who learns much more rapidly than other children
- the child who has an unusual amount of difficulty in getting along with his teachers and classmates, complains of being ill and wants to leave school, or spends the whole day in his own fantasy world
- the child who shows no apparent deviation physically, mentally, or emotionally, but just cannot learn.

These are our exceptional children — children who are physically impaired, speech impaired, hearing impaired, visually impaired, mentally retarded, gifted and talented, emotionally disturbed, and learning disabled. They need your help!

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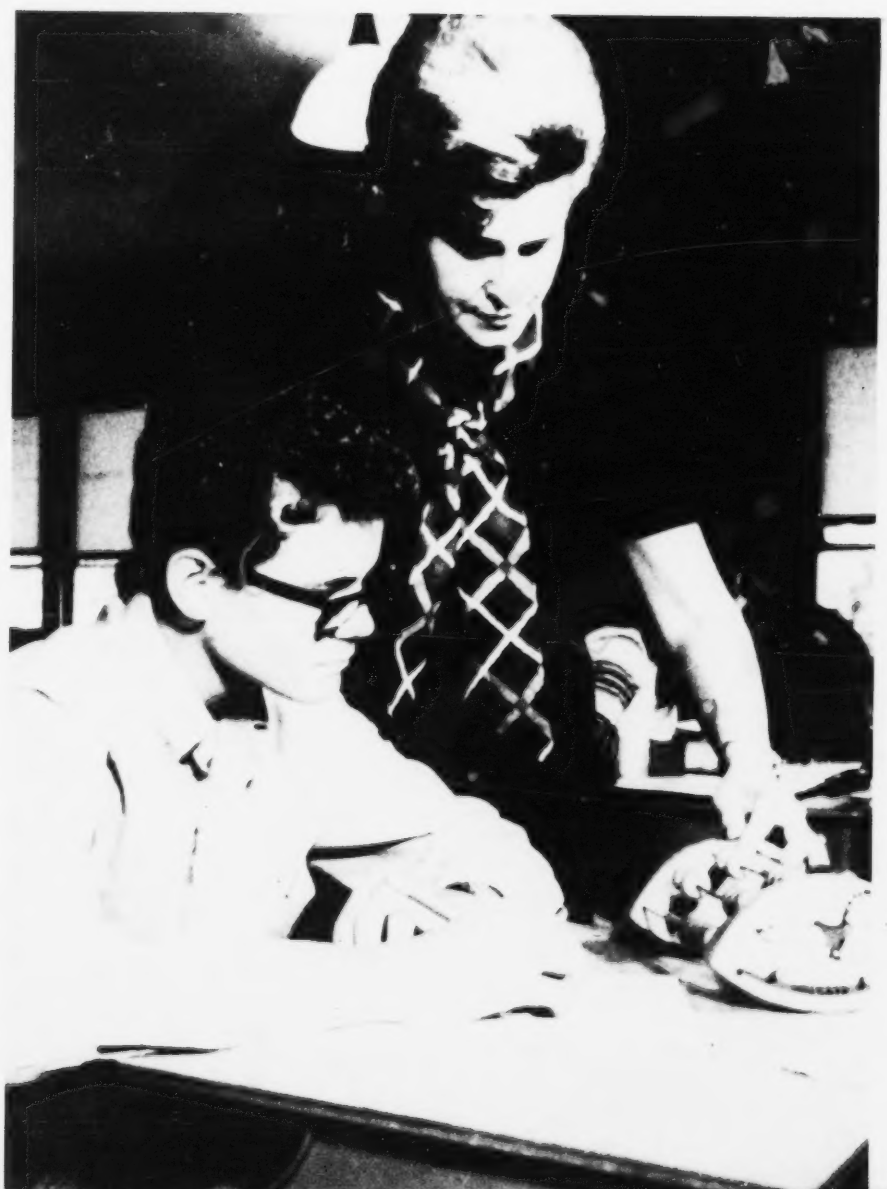
Where You Could be Employed



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- Administrator
- Supervisor
- School or Clinic

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- Sheltered Work

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- Research

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- Curriculum Spec
- Media Specialist
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Where You Could be Employed

Education — Public, Private and Residential Schools
- Teacher — Kindergarten, Elementary, or Secondary
- Therapist — Speech, Physical, or Occupational
- Administrator
- Supervisor
- School or Clinical Psychologist

Community Centers
- Community Speech and Hearing Clinics
- Hospital Clinics as Therapist or Teacher
- Rehabilitation Centers
- Sheltered Workshops

College and Universities
- Teacher Training Programs
- Research

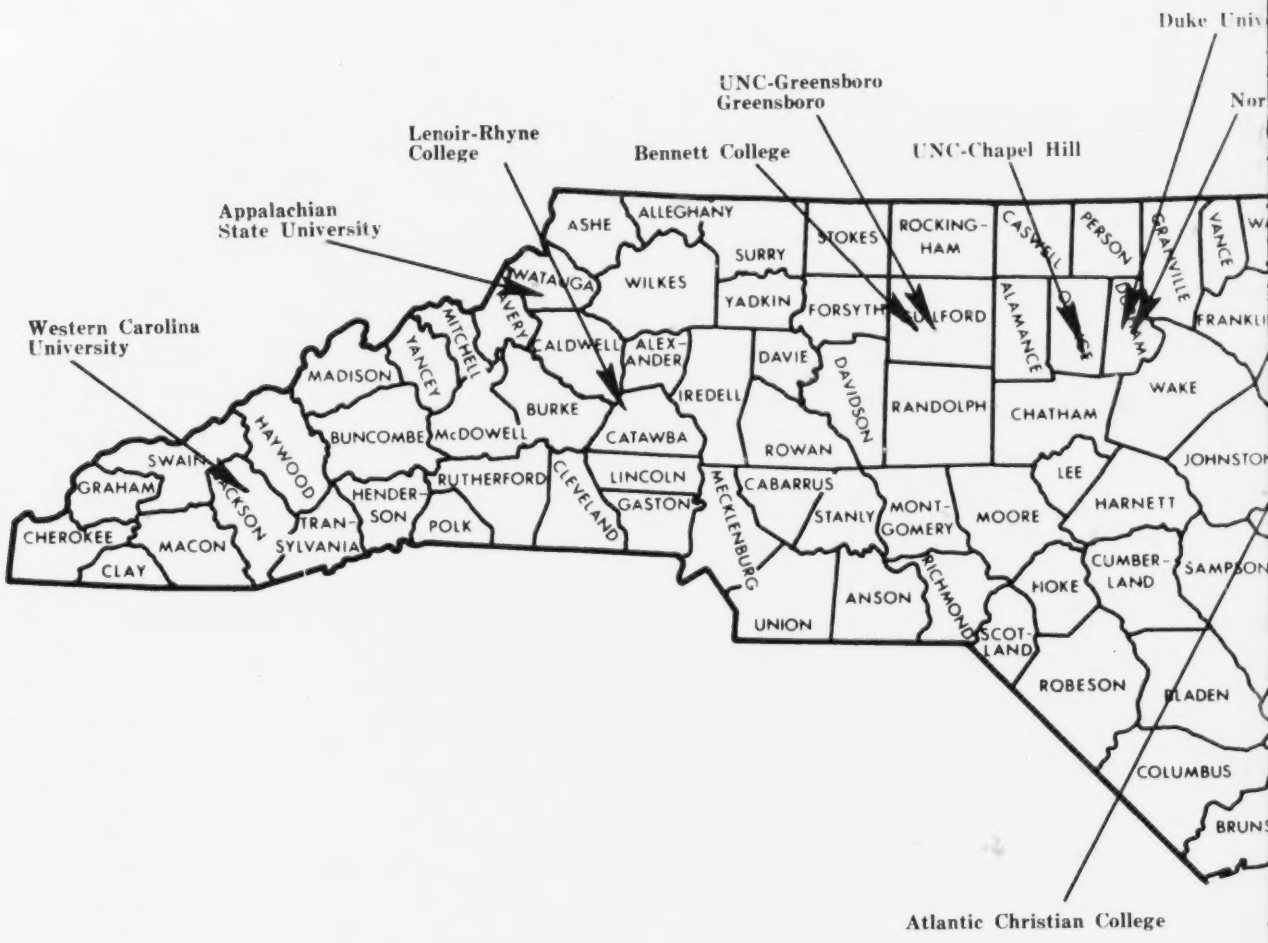
Instructional Materials Centers
- Administrator
- Curriculum Specialist
- Media Specialist
- Librarian
- Materials Development Planner

JOB OPPORTUNITIES

There are many job opportunities open to you if you choose a career working with exceptional children. To develop an effective program, the cooperative efforts of the educator, psychologist, social worker, physician, and sometimes a psychiatrist, are essential. Research workers are indispensable to the process of learning about the child — his problem, his needs, and his responses to training. Qualified teachers are needed in all areas of the handicapped. The field needs qualified personnel to become administrators and supervisors; it needs personnel at the college and university level to train more teachers; it needs people to work with parents and the community. Whatever your vocational interests may be, and if you like working with people, you will find this area of work challenging, rewarding, exciting, and the opportunity of advancement promising.

As you can see, the shortage of all kinds of trained personnel in the area of the handicapped indicates that for every child who is receiving special services, a large number are not served because of a lack of qualified personnel. Many of our local administrative units would like to initiate such a program but must wait for qualified persons to begin work. Throughout the entire country, there is a demand for qualified professionals in both public and private schools, in urban and rural areas. Some administrative units offer a supplement in this special field. Contact your local school superintendent for salary scales in the district.

Where You Could Go to School in North Carolina



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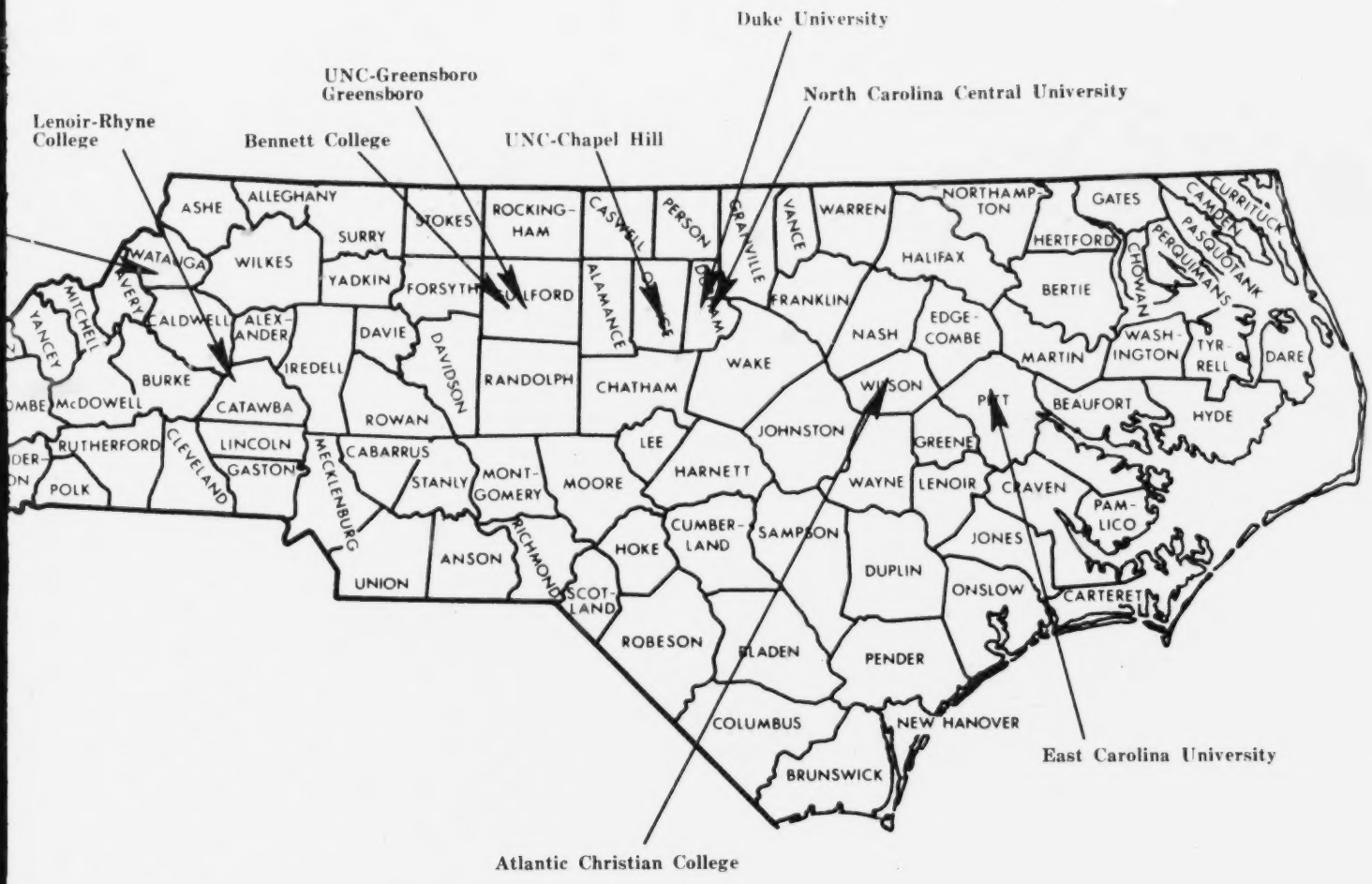

PROFESSIONAL TRAINING

In North Carolina, professional training in some areas of the handicapped may be acquired while completing the requirements for a bachelor's degree. In a few areas, specialized training is offered on the graduate level. Colleges and universities that have an approved program in areas of special education are listed in the next column and their locations are shown on the opposite page.

The requirements of each training institution differ. Contact the training institution of your choice for information about the programs it offers. The Division for Exceptional Children and some of the training institutions can provide financial assistance to qualified persons in the field of special education. Additional information will be provided upon request.

This brochure provides information about each area of exceptionality. Perhaps you will find an area that appeals to you.

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Appalachian State University, Boone
East Carolina University, Greenville
Greensboro College, Greensboro
North Carolina Central University, Durham
University of North Carolina, Chapel Hill
Western Carolina University, Cullowhee

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Lenoir-Rhyne College, Hickory

GIFTED AND TALENTED

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University of North Carolina, Greensboro
Western Carolina University, Cullowhee

SPEECH AND HEARING

Appalachian State University, Boone
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North Carolina Central University, Durham
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Western Carolina University, Cullowhee

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Duke University, Durham
University of North Carolina, Chapel Hill

PSYCHOLOGY — SCHOOL OR CLINICAL

Appalachian State University, Boone
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North Carolina State University, Raleigh
University of North Carolina, Greensboro
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Physically Impaired

If you are interested in working with children who can benefit greatly from an educational program designed to meet their individual needs, teaching the physically impaired is the job for you. We need you to teach these children in our public schools.

Children who are physically impaired have various conditions of body, arms, and legs resulting from many causes.

In many cases, the condition is of short duration, but with others the condition may be prolonged for a period of time, or it may be permanent.

From an educational point of view, the specially trained teacher is the most important person in planning a flexible school program for each child.

Some children who are slightly impaired make satisfactory progress in a regular classroom.

Others need to remain in a special class during their entire school life.

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When a specially trained teacher provides an educational environment that is within the limitations of the child who is physically impaired, he will be a happy child; and as an adult, he can make a contribution to his community.

It is estimated that in North Carolina there are approximately 7,800 school children who are physically impaired. Only 245 received the services of a trained teacher last year. Additional teachers who understand the limitations imposed on children by their handicaps are needed to plan their educational program.

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Speech-Impaired

Would you want to talk with other children, go to a party, or take part in a school play if people could not understand what you were saying? Do you know of children who stand alone on the sidelines or go unnoticed because their speech is different from others? These children are speech-impaired.

We live in a society which places an increasing emphasis on the spoken word and which expects good speech of every individual.

To speak intelligibly and with a pleasing voice is conducive to wholesome growth and development.

Services provided by the public school clinician are diagnostic, therapeutic, and evaluative.

It is an exciting moment for both the speech clinician and the child when the child knows that he has used a difficult sound correctly in a sentence.

It is even more exciting when the child realizes that his voice quality is pleasing to others.

It's a great moment for the speech clinician when a stutterer asks his classroom teacher to give an oral report early so that he will not be late for his speech class.

Of the approximately 72,000 school children in North Carolina who have a speech problem, only 32,548 received the services of a public school speech clinician last year. Would you like to help children overcome speech problems? If so, this is the career for you. We need you as a speech clinician in our public schools.

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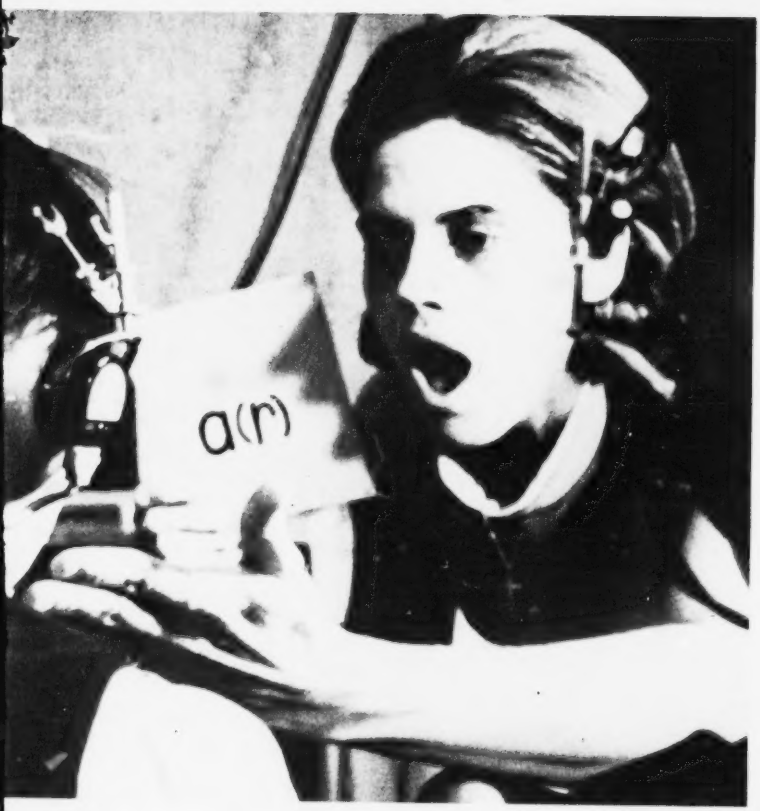


Hearing-Impaired

We live in a hearing world. Can you imagine what it would be like to live in a world of silence — never to hear the song of a bird, the patter of rain, the chirp of a cricket? Children who are hearing-impaired appear to be like other children until you try to communicate with them. Unless this barrier can be overcome, children who are hearing-impaired have a difficult time in school.

Any degree of hearing loss is enough to interfere with communication.

A hearing-impaired child has the same need for an education as any other child.

Because teachers of the hearing-impaired are most influential in the lives of these children, they must have specialized training, must keep abreast of new methods and techniques, and must be sensitive to the needs of the hearing-impaired.

To provide an education for the hearing-impaired, it is necessary to provide intensive instruction designed to help him develop language and speech skills.

School is the place where the hearing-impaired child learns the meaning of lip movements and communication with others.

The ultimate goal is for the hearing-impaired child to become a useful, productive, and happy member of our society.

Of the estimated 6,000 hearing-impaired school children in North Carolina, only 151 received the services of a teacher trained in teaching the hearing-impaired last year. You can render a service to these children. You can help them to live in a hearing world.

Visually Impaired

We live in a seeing world. Without the ability to see, to recognize, and to interpret visual symbols, the learning process is slowed down because the primary avenue of perception is limited or missing. These children are visually impaired.

The child who is visually impaired can develop socially and academically when specialized help is provided for him.

Because of his impaired vision, his special needs must be considered, with the teacher playing the most important role.

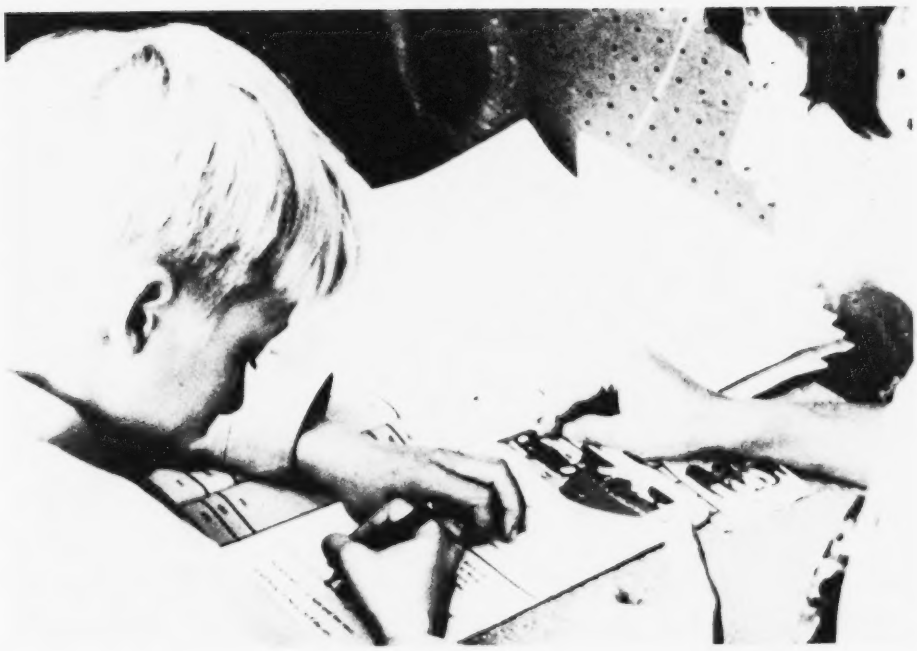
Some children who are visually impaired make satisfactory progress in the regular classroom.

Teaching aids specially designed for the visually impaired are available. This equipment includes Braille typewriters, large type books, magnifying glasses and typewriters.

A resource library provides Braille books for the visually impaired.

The educational goal is to give the visually impaired child a better knowledge of the realities around him, helpful techniques and confidence to cope with these realities, and the feeling that he is recognized and accepted as an individual in his own right.

Of the 2,400 visually impaired children in North Carolina, only 173 received the services of a specially trained teacher or received special instructional materials. We need you to help children who are visually impaired. Why not consider a career working with the visually handicapped?



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Learning-Disabled

Children who are learning-disabled have been labeled many things, such as "slow learners", "retarded", "hyperactive", and "brain-injured". But they are first of all CHILDREN — children who have specific learning problems and may have difficulty with anyone or all of the school subjects.

They may hear what others say, but not be able to follow directions.

They may be unable to express themselves because they cannot put their ideas into sentences in the way one would expect for their ages.

With you as a specially trained teacher, many of the needs of these children can be met, and they can return to the regular classroom.

You might encounter these children through a resource room, in a self-contained classroom, as an itinerant teacher, or as a consultant to regular classroom teachers.

Whatever the setting, you will have the responsibility for child placement, programing, and consultation.

Most important is the fact that the needs of these children can be met through a special education program and by persons who are prepared to teach them.

Of the estimated 36,000 children who have learning problems, only 515 children received the services of a trained teacher during the past school year. There are not enough teachers or school administrators who can cope with the needs of these children. If you are interested in pursuing a professional career in a new and exciting area for the North Carolina public schools, teaching the learning disabled is the job for you.

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Emotionally Disturbed

Every classroom has children who either manipulate or are manipulated by emotional factors. The emotionally disturbed child, however, is frequently recognized only by trained persons. Not every disturbing child is emotionally disturbed. But many disturbing children and their teachers can benefit from the work of persons trained in this area.

The emotionally disturbed child responds with many different behavioral patterns.

He seems to respond in extremes, either too much or not at all, is constantly in conflict with others, or is upset over past or expected difficulty with others.

The greatest need for these children is a special education program with a teacher who is compassionate to and understanding of the needs of the children.

Some children may remain in the regular classroom but need a crisis teacher when the social or academic pressure becomes too much for them.

As a teacher of these children, you may serve as a consultant to the classroom teacher, in a resource room, in a special classroom, or as an itinerant teacher.

Imagine yourself structuring learning situations for such children so they stand a better chance of becoming stable, happy, and responsible adults.

Of the estimated 36,000 emotionally disturbed children in the public schools of North Carolina, only 139 received the services they needed last year. Why not consider a professional career that is challenging, exciting, in a new area with unlimited dimensions? You can help these children who are sometimes considered out of place in our schools.

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Educable Mentally Retarded

If you are interested in serving children who require a special slower paced educational program, working with children who are educable mentally retarded is your kind of job. Why not consider a career in this field and join the superior teachers who are already working in this area?

Unlike children who have a visible handicap, most children who are mildly retarded cannot be singled out in a group.

In North Carolina a child who learns from about one-half to three-fourths of the rate of the average child is considered to be educable mentally retarded.

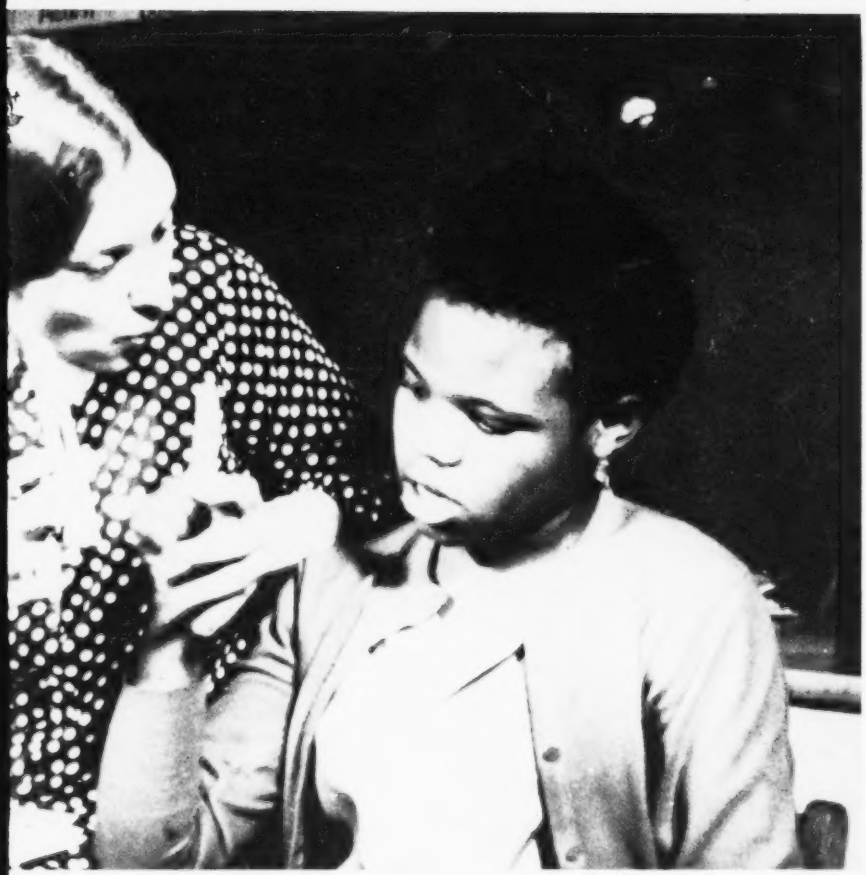
The greatest need of these children is a good sequential special education program and superior teachers that will help them develop their capabilities to the maximum.

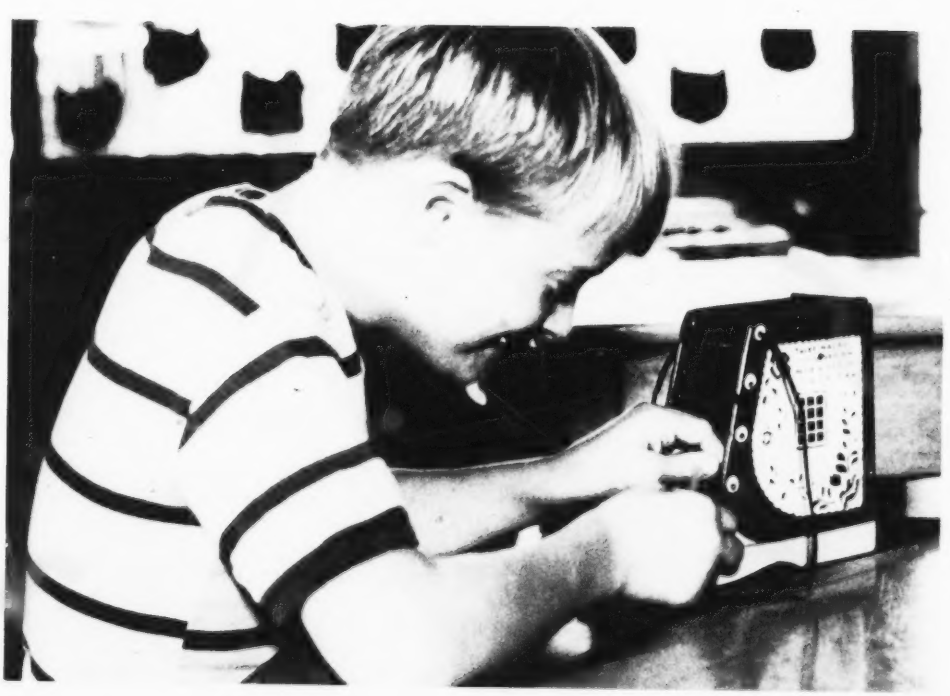
Sometimes he cannot keep up with his classmates in one or more learning areas, but he can achieve academically, physically, and socially when the teacher puts into effect a curriculum designed to meet his individual needs.

Since there are fewer children in the classroom, the teacher is able to plan and to carry out special programs which permit each child to progress at his own rate of development.

Even though they mature mentally and socially more slowly than normal children, with your help as a competent and understanding teacher, educable mentally retarded children can become self-supporting, socially acceptable, and happy citizens in the community.

Of the estimated 42,000 educable mentally retarded children of school age in North Carolina, only 36,208 were taught by a specially trained teacher last year. We need you to teach the educable mentally retarded children in our public schools. The field of education for the mentally retarded provides many opportunities for scholarships, employment, and rapid advancement.





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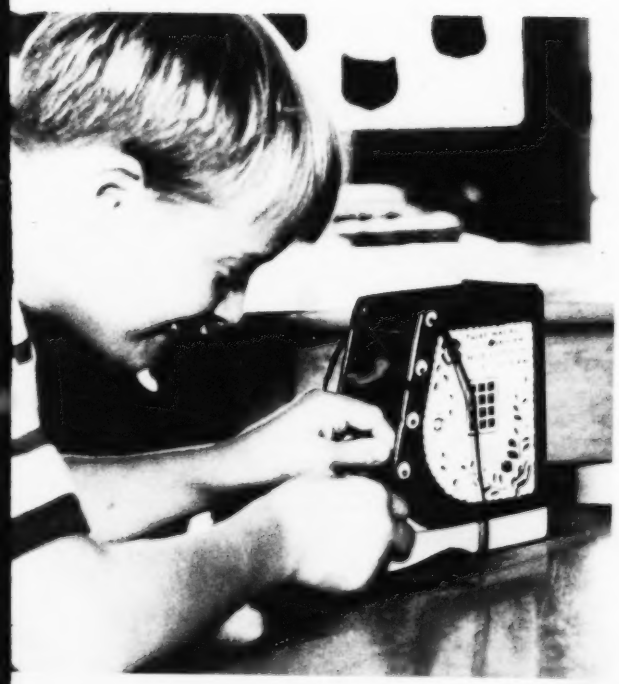

Trainable Mentally Retarded

If you are interested in helping children who benefit from an educational program designed to help them achieve within their severe learning limitations, teaching the trainable mentally retarded is the job for you. You could change their world from one of isolation to one of contentment.

Unlike children who are educable mentally retarded, some trainable mentally retarded children can be singled out in a group.

In North Carolina, a person who learns from about one-fourth to one-half the rate of the average child is considered to be trainable mentally retarded.

The greatest need for these children is an educational program that is continuous throughout their school life and one that will prepare them to become economically useful in the community or in a sheltered environment.

Under the direction of a competent and understanding teacher, the trainable mentally retarded child learns self-help skills and some social adjustment.

Since there are fewer children in the classroom, the children are taught to take care of their physical needs and to do routine tasks.

As an adult, the trainable mentally retarded person can become an unskilled worker in the community or in a sheltered environment.

North Carolina ranks among the first in providing educational programs for children who are trainable mentally retarded. Of the estimated 3,600 children, 2,495 received the services of a specially trained teacher last year. Over 100 additional teachers are needed if all of these children are to have an educational program designed to meet their individual needs. You could change their world from one of isolation to one of living as a member of the family and community. Why not choose a career working with children who are trainable mentally retarded?

Gifted and Talented

If you are interested in children who have superior potential in verbal ability, social skills, physical development, and creative ability, teaching the gifted and talented is the job for you. The opportunities for teachers interested in working with gifted students are great and richly rewarding.

The characteristic that distinguishes the gifted and talented child is his superior ability to think in abstract terms.

A different curriculum is needed — one that is individualized and personalized, pupil-directed with teacher guidance.

The gifted and talented need the opportunity to pursue individual interests through research.

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Of the estimated 100,000 gifted and talented children in North Carolina of school age, only 22,249 received the services of a trained specially allotted teacher last year. Would you like to help? Why not teach the gifted and talented and help them to become leaders in the areas in which they excel?

Instructional Materials Centers

The concept of Special Education Instructional Materials Centers (SEIMC) was officially formulated in 1962 as a result of the findings of a Presidential Task Force.

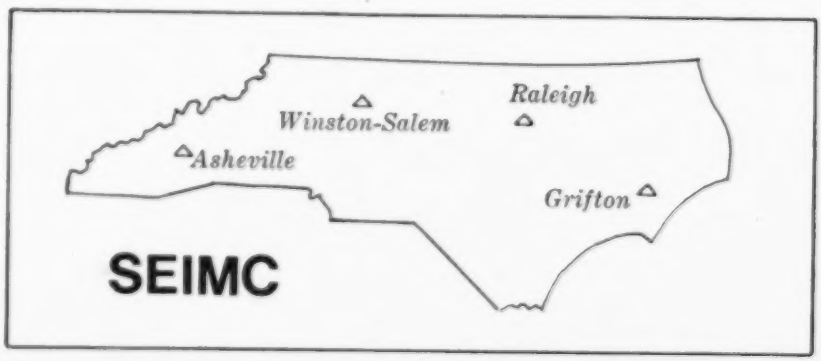
The basic purpose of such a center is to provide special educators and allied personnel with ready access to instructional materials and information pertaining to the education of handicapped children.

Since January 1969, the North Carolina Division for Exceptional Children has been cooperating with the Regional Special Education Instructional Materials Center at the University of Kentucky in establishing such centers in North Carolina.

North Carolina's SEIMC Network is concerned with narrowing the vast number of commercially prepared materials to a practical review level for special education teachers.

This network consists of four affiliated centers which provide services to some 152 local school administrative units in all the State's 100 counties.

Future goals of the NCSEIMC Network include establishment of an SEIMC in each of the state's eight educational districts. It is anticipated that closer cooperation with the University of Kentucky Regional Center will aid that facility in improving and expanding its research and development activities. Plans also call for expansion of present in-service training programs as well as establishment of preservice programs for prospective special education centers.



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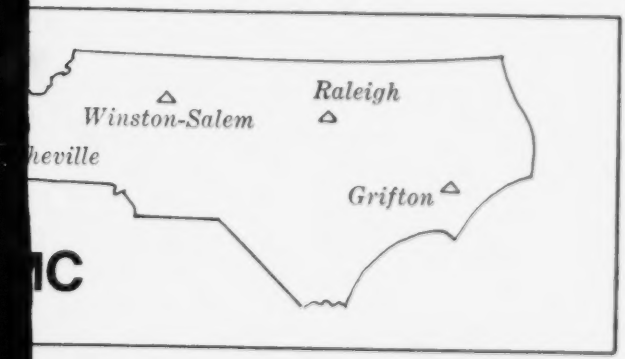

Deaf-Blind Center

North Carolina has been awarded a planning grant to coordinate services for deaf-blind children in the Mid-Atlantic Region — Maryland, Virginia, West Virginia, North Carolina, South Carolina, and the District of Columbia under Title VI-C. These services to deaf-blind children are for diagnosis, education, and consultation. The deaf-blind child is defined as "a child who has auditory and visual handicaps, the combination of which causes such severe communication and other developmental and educational problems that he cannot properly be accommodated in special education programs for the hearing impaired child or the visually handicapped child."

Vocational Educational Act

Federal funds under the Vocational Education Act have been used to establish vocational education programs in the middle school and the high school for handicapped children. Vocational Rehabilitation has provided counseling, retraining, and work placement for handicapped children.

Psychological Services

This area, in most cases, transcends all areas of programs for handicapped children in that its services are used or needed in all such programs. Screening and in-depth evaluation of children with primary and concomitant psychological problems that interfere with their learning potential; in-service and consultation programs for teachers, administrators, and other professional personnel working with children, and improvement of services are all important features of psychological services in education. Recruitment and administration of services are ongoing aspects in the improvement of programs and teaching methods.

How You Can Go to School

Financial Aid is available to students pursuing a career in the education of exceptional children. Among the sources are the federal government, the North Carolina Department of Public Instruction, colleges and universities, and local and State organizations. Information may be obtained by writing one or more of the following:

Summer Traineeships and Full-Time Fellowships in all areas of education for the handicapped

Program Administrator
Public Law 91-230, Part D
Education of the Handicapped Act
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Teachers of the mentally retarded

Scholarship Loan Fund for the Mentally Retarded
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Any area of education

Prospective Teacher Loan Fund Scholarship
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Financial Aid Officer
The college or university of your choice

Area of Speech and Hearing

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D. C. 20014

Directors of Special Education

Council for Exceptional Children
1499 Jefferson Davis Highway — Suite 900
Jefferson Plaza
Arlington, Virginia 22202

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- Physically impaired children to feel that th venienced.
- Children with speech impairments to overcon speech problems.
- Children with visual impairments to become individuals in their own right.
- Children with impaired hearing to communi hearing world.
- Educable mentally retarded children to be se ceptable in their communities.
- Trainable mentally retarded children to bec environment and to achieve some social a
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Think About It—

If you choose a career in education for exceptional children, you could help—

- Physically impaired children to feel that they are not handicapped, but only inconvenienced.
- Children with speech impairments to overcome their handicaps or to adjust to their speech problems.
- Children with visual impairments to become independent people and to be accepted as individuals in their own right.
- Children with impaired hearing to communicate orally and to live successfully in a hearing world.
- Educable mentally retarded children to be self-supporting and to become socially acceptable in their communities.
- Trainable mentally retarded children to become economically useful in a sheltered environment and to achieve some social adjustment.
- Gifted and talented children to develop their potentials to the fullest and to assume positions of leadership in line with special abilities.
- Children with learning disability to learn by using their strengths and abilities as approaches to the areas in which they have difficulty.
- Emotionally disturbed children to become stable, responsible, happy children and adults.

If you would like more information or suggestions about your possible contributions, write to—

Mrs. Pearle R. Ramos
Program Administrator, Public Law 91-230, Part D
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602